



MIDLANDS STATE UNIVERSITY



FACULTY OF EDUCATION

**DEPARTMENT OF EDUCATION FOUNDATION, MANAGEMENT AND
CURRICULUM STUDIES**

**THE IMPLEMENTATION OF SCHOOL FEEDING PROGRAM. A CASE OF
NYAMURORO PRIMARY SCHOOL, GOKWE NORTH DISTRICT.**

BY

MASHIRI ELIZABETH

R147855B

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS, MANAGEMENT AND CURRICULUM STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE BACHELOR OF
EDUCATION DEGREE IN EARLY CHILDHOOD EDUCATION.**

GWERU

NOVEMBER 2017

ZIMBABWE

DECLARATION

This research project is my original work and has not been presented for any academic award in any other University.

Sign.....Date.....

Mashiri Elizabeth REG. NO. R147855B

This research project has been presented for examination with my approval as the University supervisor.

Sign.....Date.....

Dr. Dzimiri

Department of Educational Foundations, Management and Curriculum Studies

Midlands State University.

DEDICATION

I dedicate this project to my beloved husband Tawanda, my sister Rosemary and all my siblings, daughter Tadiwa, colleague Richard Munyangana and my supervisor Dr Dzimiriri who have collectively been an inspiration to me. I also dedicate this work to my colleagues at work and classmates who gave me invaluable support and encouragement during this research.

ACKNOWLEDGEMENT

I thank the almighty God for the gift of life and strength given to me for the development of this project. I appreciate the effort made by my Supervisor during the project development stage. I also appreciate the effort of my family, workmates and friends for both emotional and economic stability.

Contents

DECLARATION.....	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	viii
CHAPTER 1	1
1.0 Introduction	1
1.1 Background to the study	1
1.2 Statement of the problem.....	4
1.3 Objectives of the study.....	4
1.4 Main research question.....	5
1.4.1 Sub-questions.....	5
1.5 Significance of the study	5
1.6 Delimitations	6
1.7 Limitations.....	6
1.8 Definition of terms	7
1.9 Chapter summary	7
Chapter 11	8
Review of Related Literature	8
2.0 Introduction	8
2.1 CONCEPTUAL FRAMEWORK.....	8
2.1.1 The School Feeding Program; An Overview.....	8
2.1.2 Implementation of the school feeding program.....	9
2.2 THEORETICAL FRAMEWORK	10
2.2.1 Community Participation in School feeding Programs	11
2.2.2 Hygiene and the School Feeding Program	13
2.2.3 Challenges faced in the SFP	15

2.3 EMPIRICAL REVIEW.....	16
2.4 Chapter summary	18
CHAPTER 111	19
RESEARCH METHODOLOGY AND DESIGN.....	19
3.0 Introduction	19
3.1 Research Design	19
3.2 Population.....	20
3.2.1 Sample.....	20
3.2.2 Sampling techniques	21
3.3 Data collection instruments	21
3.3.1 The Questionnaire	22
3.3.2 Interviews.....	23
3.3.3 Observations.....	23
3.4 Data Collection Procedures	24
3.4.1 Primary Data.....	24
3.4.2 Secondary Data	24
3.5 Document Analysis	25
3.6 Data Presentation and Analysis Procedures.....	25
3.7 Validity and reliability of research instruments	26
3.8 Chapter summary	26
Chapter IV	28
Data Presentation, Analysis and Discussion	28
4.0 Introduction	28
4.1 Data presentation and analysis.....	28
4.1.1 Demographic Details	28
4.1.2 Transportation of food from to the feeding centre	29
4.1.3 Contribution of the community in the School Feeding Programme	30

4.1.4 Type of food provided by the stakeholders	31
4.1.5 Food menu distribution per week.....	32
4.1.6 Personal hygiene through washing hands	32
4.1.7 Challenges regarding SFP	34
4.2 Presentation of findings from observations	34
4.2.1 Availability of clean water source.....	34
4.2.2 Dressing of the cooks	35
4.2.3 State of the kitchen	35
4.2.4 Availability of hand washing facilities and waste disposal.....	36
4.3 Presentation and Discussion of findings from Interviews	36
4.3.1 Implementation of School Feeding Program.....	36
4.3.2 Community Involvement	37
4.3.3 Hygiene and the school feeding program	38
4.3.4 Challenges facing the SFP at Nyamuroro Primary School	38
4.4 Summary.....	39
CHAPTER V.....	40
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	40
5.0 Introduction	40
5.1 Summary.....	40
5.2 Review of main findings	41
5.3 Conclusions	41
5.4. Recommendations	42
5.5. Areas for Further Research.....	43
References.....	44
QUESTIONNAIRES	48

ABSTRACT

The study focused on the implementation of the school feeding program recently introduced by the Government of Zimbabwe through the Ministry of Primary and Secondary Education to provide supplementary feeding to primary school children especially those in rural areas, who are worst affected by shortage of food. Persistent drought over the years have left a lot of children being affected resulting in massive school dropouts drawing the attention of government and forcing it (government) to act. Government contribution was to the extent of providing maize for mealie meal leaving schools to work out mechanisms for provision of other ancillaries and the preparation of food.

The objectives of this study were to determine the level of implementation of the school feeding program in schools, level of community contribution and participation in the program, an assessment of the level of hygiene maintained during implementation of the program and finally to assess level of environmental challenges arising from implementation of the program and mitigation measures put in place. Both quantitative and qualitative approaches to research were used in the study. A sample size of 46 respondents was used. Primary data was collected through a questionnaire from the sample selected using purposive sampling technique on the basis of previous experience of working together in some other projects. Data analysis was done and presented in the form of tables, bar charts and pie charts. The findings were that the community fully appreciated the government initiative of providing their children with food and showed this appreciation by participating fully in the program. The study showed that there was awareness of the need to uphold the highest standard of hygiene as well as an appreciation of the impact of implementation of the program on the environment. The research revealed that there was a need to educate the community on issues of hygiene and the environment. The research recommends further research to be undertaken on the impact the program has had on attendance and performance of pupils in schools

CHAPTER 1

1.0 Introduction

The study seeks to find out how Nyamuroro Primary School is implementing the school feeding program .The chapter contains the background to the study, statement of the problem, research questions, significance of the study, delimitations and limitations of the study as well as the definition of various terms used in the study.

1.1 Background to the study

Investing in education is so crucial that every nation strives for it but it has emerged that hunger has become an irksome restriction to the attainment of this goal in many developing countries. The United Nations Millennium Development Goals (2005) espouses that hunger is both a cause and effect of poverty as it holds back economic growth and limits progress towards poverty reduction. World Food Programme (WFP) Report (2006) acknowledges that to support learning and human capital development, it is necessary to tackle the problems of hunger. The world over, there are increasing concerns on the food security of marginalized societies especially in rural areas hence the realization that school going children are the chief victims of food insecurity. This has prompted the researcher to carry out a study in the drought prone area of Gokwe North in order to find out steps being taken to implement an initiative by the Government of Zimbabwe in its attempt to mitigate the impact of hunger particularly in a school set up. According to Richter et al (2000), the most vulnerable group in this bracket are the children who, if exposed to hunger can suffer from malnutrition-related ailments such as moderate to severe acute malnutrition, marasmic ailments, kwashiorkor and stunting. The effect of malnutrition

on children can be even more life-threatening and permanent. Malnourished children are subject to wasting, stunting and reduced cognitive function. The world over, governments and other interested stakeholders have not stood watching whenever the need arises. There is ample evidence to support that a large number of school-going children are under the assistance of various Non-Governmental Organizations and government assistance where primary school children get a meal at school (Ahmed, 2004). The ambition of all nations in the United Nations (UN) to address the challenges of poverty and hunger resulted in the formulation of the United Nations (2009) Millennium Development Goals. In the formulation of the MDGs, attention has been paid to hunger and poverty as stated in MDG number 1: which is; to eradicate extreme hunger and poverty with its sub-goal being that, by the year 2015, the proportion of people who suffer from hunger will be halved as compared to 1990 (UNICEF, 2005:16).

The case of Southern African drought (2015-16) has been documented as one of the worst and most unexpected disasters that have threatened the continent since 1969 (The Herald, The Sunday Times). The drought, caused by the El Niño has swept over the continent leaving a trail of suffering for most, if not all southern African countries. The most affected however has been the peasantry in the rural landscapes whose livelihoods are solely dependent on farming. The El Niño has negatively impacted upon rainfall patterns leading to sparse and erratic rainfall being experienced in most parts of the continent, affecting crops and livestock in its wake. The el Niño effect has led to policy considerations towards the need to address issues of the stomach first, where several governments have of late embarked on the school feeding program with the aim of averting effects of hunger.

Zimbabwe has not been left in the program because the el Niño has not spared the country either. According to the ZIMVAC Lean Season Assessment Report (January, 2016), the erratic, suppressed and unpredictable rainfall in Zimbabwe has resulted in severe food shortages and the El Niño induced drought has deteriorated to critical levels resulting in low levels of accessibility to nutritious food and safe water. The Report states that food insecurity level for Gokwe North is 34% of which 2 wards in the District have been identified as having high Global Acute Malnutrition rate of 9% which is more than three times the national average. Addressing journalists in February 2016, Primary and Secondary Education minister Lazarus Dokora said; 'we have an emergency, we have a deficit. The kids in our school system are eating once a day, but we still expect them to perform well'. The minister's statement furnished the move by the government to engage the rapid food monitoring programme 2016 whose findings provided shocking revelations the almost 4 million families are in dire need of food assistance. Further corroboration came from surveys carried by the Herald newspaper 2015 that the country's once breadbaskets such as Mashonaland East, Mashonaland West and Midlands provinces are reeling from effects of the el Niño. With due consideration to the problem at stake, the government of Zimbabwe kick started the school feeding programme starting with the primary schools in rural communities.

A statement released by the government (Radio Zimbabwe News bulletin) indicated that the program seeks to provide meals to ECE learners up to grade two level where each school receives an allocation of maize from the government in order to shield the most vulnerable from the ravages of hunger and to promote high nutrition levels. However, despite that the government move is the noble given the situation facing agrarian communities, there is a need for thorough research to provide a

follow up to ascertain that what Government wishes to achieve is being done and to what extent the program is being carried out. The researcher feels that there is a need to unravel how the program is faring at the school, including challenges, if any. The study takes the view that implementation of the program hinges on availability and storage of food, its security, types of food eaten, feeding routine, community participation and sources of water. The researcher is motivated by the desire to provide valuable information which could be used as a basis for improving implementation of the program in other areas.

1.2 Statement of the problem

The Government of Zimbabwe through the Ministry of Primary and Secondary Education introduced the school feeding program to its primary schools with a view to provide an extra meal to children who are affected by the adverse effects of el Niño induced drought. The researcher finds it noteworthy to look into how Nyamuroro Primary School is implementing its program which is part of the government initiative. The program is unique in that its implementation requires the involvement of the school and parents to support a government initiative.

1.3 Objectives of the study.

1. To assess the logistical mechanisms being implemented in availing the food allocated to Nyamuroro Primary School.
2. To examine the level of community involvement in the School feeding Programme.
3. To assess the level of hygiene standards put in place specifically for the School Feeding Programme.

4. To assess the challenges associated with the implementation of the school Feeding Programme

1.4 Main research question

The research will be guided by the main research question:

How is the school feeding program being implemented at Nyamuroro Primary school?

1.4.1 Sub-questions

The following sub questions derived from the main question, aim to help find answers to the main research question:

1. What are the logistical mechanisms being used to avail the food allocated to Nyamuroro Primary School?
2. How is the community involved in the implementation of School Feeding Program?
3. What are the standards of hygiene put in place specifically for the School Feeding Programme?
4. What are the problems associated with implementing the School Feeding Program at Nyamuroro Primary School?

1.5 Significance of the study

The significance of the study lies in its quest to bring out what is happening in a most recent and ongoing program. This will help provide insight into how a program of this nature is being implemented. Previous studies have focused on programs whose implementation were solely the responsibility of schools given that the food was either in the form of packed maheu, soup or porridge which simply required addition of water in order to be ready for consumption. There was very little need for

participation of parents in previous programs. The research will be important to parents because of their active involvement in the implementation of the program. The findings from the study will be significant to the policymakers as it will provide them with information with regards to how the ongoing program is being rolled out. This will likely guide them to provide solutions to challenges encountered in other areas and provide guidance on how to deal with similar future programs. The research will provide information to fellow students in the field of study for further research. Finally, the research is conducted in partial fulfillment of the requirements for the award of the Bachelor of Education in Early Childhood Education and will contribute towards the researcher's understanding of implementation dynamics of similar programs as the researcher navigates through this chosen noble profession.

1.6 Delimitations

Chikoko and Mhloyi (1995) refer to delimitation as physical and conceptual boundaries of the study. The study will focus on the implementation of the School Feeding Programme at Nyamuroro Primary School in Nembudzia Cluster of Gokwe North. The study will be carried out over a period of eleven months from January to November 2017. The study will focus on information from the school Head, teachers and selected parents who are going to be involved in the implementation of the program.

1.7 Limitations

Chiromo (2006) defines limitations as those conditions beyond the control of the researcher. There were some communication problems whereby some parents failed to understand information on questionnaires. The researcher discovered this during the collection stage and where many gaps existed, the researcher had to explain what the questions meant and politely asked the concerned respondents to complete

the questionnaire in full. On fear of reprisals from authorities for expressing certain views, manifesting in reluctance to participate in the completion of questionnaires, the researcher insisted on her strong adherence to research ethics and confidentiality resulting in most of the respondents cooperating.

1.8 Definition of terms

Malnutrition “is a condition caused by inadequate or excessive intake of proper nutrients.” (World Health Organization, 2011, p.1) For the purposes of this study, **malnutrition** shall refer to under-nutrition.

School Feeding Programme is a programme which caters for the provision of food to school children (Bundy, et al, 2009).

1.9 Chapter summary

This research topic highlighted the main purpose of the study which is to assess the implementation of the School Feeding Programme at Nyamuroro Primary School. The statement of the problem highlighted challenges likely to be faced in the implementation of such a feeding program. Research objectives that give the scope of the study, with corresponding research questions give guidance on the layout of the next chapter. The boundaries of the study were circumscribed in the delimitation and the limitations of the study were identified. The next chapter will cover related literature in order to find out views from earlier studies and how these can assist in understanding the problems that have prompted the researcher to carry out the study.

Chapter 11

Review of Related Literature

2.0 Introduction

The chapter highlights several contributions by different authors on the related study. The main purpose of this chapter is to bring out and evaluate the literature from different authors concerning the subject under research. It seeks to answer the various questions that are being asked about how the School Feeding Programme is being implemented in schools. The main thrust of literature review is to find out views on implementation parameters as set out by earlier researchers.

2.1 CONCEPTUAL FRAMEWORK

2.1.1 The School Feeding Program; An Overview

School feeding programs are one of the several interventions that seek to address some of the nutrition and health problems of children of school going age. In its contribution to the significance of the feeding programme, UNESCO (2002:16) states that school feeding programmes contribute to all six “Education for All” campaigns contained in the Dakar Framework for Action (2000) and also included in the Comprehensive Africa Agriculture Development Programme (2003) adopted by the New Partnership for Africa’s Development (NEPAD, 2003:34). Several authorities seem to reach an understanding that SFPs are meant to;

- To lessen short term hunger in malnourished or otherwise well-nourished children. This helps to increase the attention and concentration of students producing gains in cognition function and learning, World Bank (2001).

-Motivate parents to enroll their children in school and have them attend regularly, reducing absenteeism and promoting desirable educational outcomes thereby reducing dropout levels and repeating of grades, (Levinger 2009)

-Address specific macronutrient deficiencies in school going age children such as iodine and iron deficiencies, (Manful et al. 2015)

-Increase community involvement in school programs particularly where programs depend on the community to prepare and serve meals, (Ahmed 2004).

2.1.2 Implementation of the school feeding program

The instances of literature on the conduct of SFP have revealed that most countries are embarking on the program to ensure that the school going children get adequate meals. A study by Partnership for Child Development (1999), in Bangladesh has revealed that the government provides meals to all grades in primary schools and secondary schools especially in slum communities and rural areas. The government has engaged donors (World Vision and Save the Children) to provide for cereals called Corn Soya Blend ++ (CSB) which is given to the infant classes whereas CSB+ is being given to the adult classes in secondary schools. Myers (2013) noted that Bangladesh SFP addresses key nutritional issues since the country is a victim to floods and food is often very scarce. The SFP in the Philippines is also worthy to mention because it shows how communities have been engaged to support government initiatives. The Philippines's Ministry of Education has started its SFP in primary schools where supplementary feeding is being given to infant classes. The ministry has also engaged partners to provide the feed but the communities are involved through food preparation. What differs from the Bangladesh experience is that in the Philippines the communities are involved whereas in the latter the schools are given CSB which is ready for consumption. There is however an element of

community engagement in these programs in both countries though in Bangladesh donor input is the main source from which the food comes.

2.2 THEORETICAL FRAMEWORK

. According to Khatete et al (2016), the SFP has survived since 2009 and right now it has become a system for the communities to support their children. The SFP caters for both primary and secondary school children. In Niger, where school enrolment is one of the lowest in the world, a WFP-assisted program is providing, in some areas, the equivalent of the total daily recommended food intake in three meals a day, as well as a take-home ration to attract nomadic girls to school. A study by Suleiman (2012) in Okavango Delta District among the San Communities is another example of an SFP that is aimed at encouraging the San people to release their children to school. The SFP is fully funded by the government which has employed people to cater for the SFP in schools. What the schools provide are the basics such as storage facilities and feeding points but not the feed. The Namibian variant of SFP provides feed to both primary and secondary school going children where on school going days, primary school children are given two meals per day, during break and lunchtime. The food given to the children addresses nutritional concerns and at the same time encourages enrolment of the once primitive communities into formal schooling. Similarly, the secondary school children are also given two delicious meals during school days. Though the government does most of the work, the schools in the districts are also involved in the administration of the SFP such as maintaining hygiene and sanitation standards at the feeding points and ensuring that children come to school not only for feeding but to learn. In South Africa, soup fortified with iron and vitamin C was provided to 350 schools in an area of low socio-

economic development on the Cape Peninsula. Results showed that initially 12% of six to seven year olds and 20% of 8 to 12 year old children had low weight-for-age, and 49% and 31% had low serum ferritin (a measure of iron deficiency) respectively. At follow-up, after 15 weeks of intervention, iron status improved significantly; falling from 49% to 28% in 6 to 7 year old children and 31% to 21% in 8 to 12 year old children (Kruger and Badenhorst, 2004).

In Zimbabwe, the school feeding program is not new either. According to Maphosa (2003), the government of Zimbabwe introduced the SFP in 1992 after the drought of the same year ravaged the communities throughout the country. The Government of Zimbabwe embarked on distributing a drink (maheu) made of grounded maize meal and grounded sugar beans and water. The major targets were both primary and secondary school going children who were served once per day. In another study of World Vision SFP in Rushinga, Rugube (2012), noted that primary school children were given CSB++ to cater for nutrition related ailments. The major target of the SFP was the infant classes whereas junior and senior classes were excluded from the SFP. The major concern of the donor was to cater for children in their first one thousand days by providing nutritionally rich cereal to facilitate growth and eradicate moderate acute malnutrition among school going children.

2.2.1 Community Participation in School feeding Programs

SFPs, by virtue of the fact that they include food, are expensive to implement. In addition to the cost of the food itself, the costs associated with food management, logistics and control can represent a significant financial burden on governments. On-site feeding is costly as it requires daily preparation and delivery of food, but is also a model that requires community participation. Schools that depend on the community to organize and implement SFPs enjoy certain advantages. These

advantages include: increasing the rapport between parents and teachers, officials and other stakeholders, and giving parents the opportunity to become more involved in what goes on in schools.

It also serves to raise awareness of the value of education and the school among parents and the community. According to Chirenje et al. (2012) Community participation and community based management are topical themes in current policy and discussion revolving around decision-making processes especially those dealing with schools. Within the education sector, it is the community that holds a major stake. Chirenje et al (2012) continue to emphasize that community participation is an important component underpinning project implementation in any country. In the school feeding programs, research on the roles of the communities has relied on the common ground that it is the community that owns the program because they provide the major stakeholder, the pupil.

A study by Torres(2016) underscored the relevance of communities in the programs that are designed for them. A study of the school feeding program from a number of countries has noted that communities play an equally important role in oiling the SFP program. What is however important is the realization that if communities are left out of the program, it means total failure of the program. According to Moore (2004), it is very important to consider community perceptions on issues that concern their children and the implementation thereof. In a study of Public Argentine Schools, Adroque and Orlicki (2013) found that communities were asked to provide assistance in form of labour and rations. Asked on the challenges facing the school feeding program in public schools, it was revealed that without community engagement, the SFP faces a number of hiccups. In Argentina, the parents provide the locally produced food stuffs that are supplemented by the donors and other well-

wishers. The public schools in Argentina are for the less privileged, hence most pupils who attend the public schools rely on assistance from well-wishers for fees and food. It is the duty of the community to see to it that the children are cooked for and clothed.

In another study of Nepal SFP, (Dei 2015), the primary schools were allocated with tracts of tillable land to produce rice and other food types that were in turn used to feed their children attending school nearby. The study noted that the communities in Nepal are working in conjunction with school feeding committees and government ministries which provide seeds and chemicals whereas the communities provide the labour force. Again, the communities in Nepal took part in duty rosters working in food preparation and distribution. The communal work led to eradication of malnutrition among primary school children and significantly helped to lower dropout rates and significantly improved the performance of the children in school. In Uganda, it has been noted that rural schools have been allocated with fields to produce bananas and other vegetables to cater for school feeding programs. The study noted that for both primary and secondary schools, the situation has changed for the better especially considering that the children were affected by hunger which led to the emergence of dropouts.

2.2.2 Hygiene and the School Feeding Program

Wherever and whenever food is being served, the concept of hygiene tops the list. Since the researcher is a housewife, she understands that hygiene is most important because it prevents diseases that are transmitted through contaminated food and water. Hygiene needs to be practiced both at home and in public places, especially when one takes into consideration the fact that poor hygienic standards can lead to fatalities. According to the World Health Organization Report on Diarrhea, Typhoid

and Cholera in Africa (2013) and Asbridge and Veugelers (2008), the cases of these diseases are a result of very poor hygienic standards in terms of preparation of the food, serving and consumption. The instances of death as a result of poor sanitary conditions and hygienic conditions has also been documented in India (De Rosso, 1999), Nepal (Matthews, 2013) and Brazil (Richter et al ,2000) where these authorities cite the diseases as 'poverty related ailments' in poorly developed slums and unplanned settlements in Asian countries.

In a study of Bangladesh cholera outbreak in slums, Levinger (2010) noted that what caused the vector to find a place are filthy conditions and very poor methods of food preparation. An outbreak of diarrhea in three boarding primary schools that claimed 7 lives in Niger led the government to launch an investigation into the causes of the outbreak. Findings by the inquiry pointed to the poor preparation of food as well as water cuts that led to the school authorities drawing water from unprotected water sources, (Ouko 2010). The Herald newspaper reported the outbreak of diarrhea at Prince Edward High School and Marondera High School which cited the outbreak as caused by poor food preparation and erratic water cuts. Given these revelations therefore, it is necessary to borrow hints from the Handbook of Home Economics the following guiding principles required when one is preparing food for the family and public;

- Food needs to be prepared under hygienic conditions where there is proper disposal of waste. -Where there are no refuse bins, rubbish pits must be nearby. The floors must be kept clean and rooms well ventilated.

- Food containers must be clean as well as cooking pots.

- There must be access to clean and safe water. If there is no tap water, water from protected wells and boreholes is recommended.

-Those who serve the food must be physically and mentally healthy and properly dressed. Aprons should be used and those who prepare and serve the food should cover their heads.

The literature gathered on hygiene will guide the researcher to launch an investigation into the availability of these provisions in the school under study.

2.2.3 Challenges faced in the SFP

Babu (2001) revealed that increased enrolment burdened schools that had very few resources. 65% of the teachers noted that from the time the SFP started, their class numbers swelled resulting in a number of challenges among them pressure on resources. The study noted that most returnees were presenting problems in class work by showing signs of illiteracy and illegible handwriting as a result of long spells of absenteeism. Using a qualitative research design to explore the challenges and impacts of the Ghana SFP as a social protection tool, Manful et al (2015) sought the views of six beneficiary schools and six non beneficiary schools on whether the SFP met its goals. The study found that the program led to inequality and injustice within the community especially for those pupils that attend non- beneficiary schools.

Langinger (2015) carried out a study on SFP in Kenya. Findings from the research revealed that 64% of the schools were facing problems related to shortages as a result of increased enrolment as well as pressure on keeping the environment clean.

Olungah (2016) recently dealt with challenges facing the SFP in Isinya Division in Kenya. Using a descriptive survey research design, the research obtained responses from parents; teachers and head teachers. Findings included;

-the state of infrastructure within and outside the beneficiary schools hindered the extent to which the beneficiaries were able to access the benefit of SFP.

-Community resentment of food due to religious beliefs.

-lack of permanent dwelling and

-poor hygiene standards.

2.3 EMPIRICAL REVIEW

In a study of school feeding program in Peru and Paraguayan primary schools, Babu (2001) examined the impact of accessibility in the smooth running of the SFP, the effects of sustainability on the SFP and to establish the management challenges to the program arising from planning daily rations, rationing itself and other issues. The study found out that the school administration is responsible for planning the feeding routine and designing the daily menus. What has however been noted as the major strength of the SFP is that it also revealed that school managers are saddled with the double responsibility of reconciling stocks and providing extra accommodation where the pupils receive their rations on daily basis. The study recommended that authorities should employ personnel to deal with the program and let the school only provide pupils and accommodation for stocking of food supplies and feeding. Though SFP significantly increased attendance and arithmetic scores among children, it did not go without problems to the teachers and head teachers.

In a study of SFP in Ghana, Lusakulira-Villeneuve (2012) noted that in East Akum district, SFP is being implemented in both primary and secondary schools. The feed is supplied by the East Akum Municipality in conjunction with the former residents of the area who are based in developed countries such as England and Germany. In

Ghana, the SFP targets the nutritional sector where emphasis is being placed on improving the nutritional status of the children in the area. Twice per day, the primary school grades are fed with imported fortified foods that help to improve their nutritional health. In the morning, the children are given snacks before a cereal comprising of fortified nutrients is served to them. The schools provide the feeding points and water. According to Suleiman et al (2013), the SFP in Ghana's Akwapim Province caters for both secondary and primary schools, courtesy of the donor effort. On every school day, the secondary school children are once given a drink comprising of pounded yam, mashed bananas, grounded beans, water and sugar. In this program, emphasis is placed on the nutritional benefits of the feed. The program caters for primary school children who are given twice per school day. During break time the children are given cereal made of pounded yam and grounded banana and then at lunchtime, they are given take home rations comprising of fruits. Since the feed is provided by the donor, the storage of the food is under the donor who supplies weekly rations to the schools and monitors the program. However, the schools are given the mandate to compile meal registers and file them as well as assist in feeding the children.

In a study of Taita Taveta and Nairobi Districts in Kenya, Khatete et al (2016) has noted that the government's main objective of improving school enrolment through SFP has met serious setbacks because of a number of challenges. What is however important to note from the study is that the food was coming from the communities from the districts concerned. The study also revealed the communities have been taught through training workshops by the government in conjunction with the donor on how to effectively participate in the SFP program. The communities are involved in food preparation where each village has a committee of cooks, organizers and

supervisors. The communities follow certain routines agreed to between the school administration and the food committee. A family with a school going child is supposed to provide a ration of fruit, carbohydrate, relish and some cooking oil. The contributions are put in a pool where the names of the contributors are compiled in a register by the school administration which helps to trace defaulters. The three studies cited all emphasize the importance of community participation as key to the successful implementation of the school feeding program.

2.4 Chapter summary

The chapter attempted to raise issues that are covered under implementation of School Feeding Programme as seen through the eyes of other researchers and the areas covered included the effort to make food available to the beneficiaries, community participation and issues to deal with hygiene. The next chapter examines how the research will be carried out by making a choice on research designs to be employed and research instruments to be used.

CHAPTER 111

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

The chapter looks at the activities and procedures used during the course of the research. It also points out the research design, research instruments to be used, the data collection procedures, data analysis and presentation plans. The chapter outlines and justifies selection of research methodology used in analyzing management of the school feeding program at Nyamuroro Primary Schools. This includes sampling procedures, selection criterion and data collection procedures used in conducting the research.

There is a distinction between research methodology and methods. According to Saunders et al (2009:34) Methodology in research, refers to the theory of how research should be undertaken and methods refer to techniques and procedures used to obtain and carry out data analysis. The methodology used in this research is classified under phenomenological research approach which has case study as one of its designs. Phenomenological approaches approach research from the perspective that human behavior is not easily measured as phenomena in natural sciences (University of Bradford, School of Management). Methods include questionnaires, observation and interviews as well as quantitative and qualitative analysis techniques which are statistical and non-statistical respectively. The quantitative approach involves collection of quantitative data which are then put to rigorous quantitative analysis in a formal way. Qualitative approach uses the method of subjective assessment of opinions, attitudes and behavior. In such a situation, research is a function of the researcher's insights and impressions.

3.1 Research Design

Borg and Gall (2003) define research design as the procedure to administer, measure, apply and the treatment of conditions and analysis of data. Chiromo (2006) also defines the concept as a method whereby data are collected and processed. Therefore research design refers to methods that are employed to collect information that seeks to provide answers to the research problem. The researcher employed

the case study research design. Best (2004) recommends the case study which examines a phenomenon that is occurring at a specific time and place in order to define what is happening in similar contexts. The author further explains that a case study offers an opportunity to study a particular subject, e.g. one organization in depth, or a group of people, and usually involves gathering and analyzing information; information that may be both qualitative and quantitative. The researcher employed the case study design because it gives room to combine both quantitative and qualitative data as a means to reconstruct events that are transpiring at a specific time and place. Case study as embedded in phenomenological perspective assumes that people often influence events and act in unpredictable norms – they are often ‘actors’ on a human stage and shape their performance according to a wide range of variables. (Kothari: 2004)it is in this light that the questionnaire and observation instruments were chosen to try and describe, translate and explain and finally assist to interpret events from the perspectives of the people who are the subject of the research. (Saunders et al:2009)

There is concern in the case study design with understanding behavior from the participants’ own perspective frames and reference.

3.2 Population

Saunders et al (2009) define population the set of entities that decisions relate to. Further clarification is made by Sekeran (2010) who defines population as a group of people or objects with similar characteristics. The author clarifies by explaining target population which is viewed as that part of the population to which the study is based, being any group of individuals that have one or more characteristics in common that are of interest to the research. In this study, the population comprises of 38 teachers at Nyamuroro Primary School and 600 mothers from the community who perform food preparation duties.

3.2.1 Sample

Sekeran (2010) describes a sample as a portion of the elements of a population whose properties are studied to obtain information about the entire population. Therefore sampling can be described as taking part of the elements in the population to represent the whole. The larger the sample there is high probability of getting

more accurate results. Sampling techniques are applied since it is impossible to study the whole population because of reasons related to time and financial constraints.

From a potential population of 600 households whose children attend school at Nyamuroro the researcher used a sample of 28 parents. From a population of 38 teachers, the researcher selected 18 teachers. The sample was drawn from categories of people from the school administration, parents, infant and junior teachers

3.2.2 Sampling techniques

Sekeran and Bougie, (2010) describe sampling as an unlimited part of statistical population, whose properties were studied to obtain information about the entire population. The larger the sample sizes the higher the probability of getting more accurate results. Sampling techniques are applied since it is impossible to study the whole population because of time and financial constraints.

Sampling was conducted in two stages. In the first stage, Convenience sampling method was used in the selection of the school, while purposive sampling (both non-probability sampling techniques) was used in the selection of respondents. Purposive sampling enables one to use judgment to choose people that are presented or are available that best meet research objectives or target groups. (Saunders, Lewis, & Thornhill, 2009). Chiromo (2006) concurs and observes that purposive sampling is appropriate when selecting study subjects that meet a certain pre-determined criterion. In this case, the pre determined criterion was 'persons with prior knowledge of how to carry out feeding programs based on past dealings with them.

3.3 Data collection instruments

Chisi et al (2002) refer to data collection instruments as tools for collecting information and data that can provide answers to questions. In soliciting for responses, the researcher used questionnaires, interviews and observations. Each of the instruments is examined below;

3.3.1 The Questionnaire

Best and Kahn (2008) refer to the questionnaire as a set of questions systematically designed to solicit for written responses. Croft (1983) defines a questionnaire as “a document that asks the same questions to all individuals or respondents of a sample” Briggs (2005) further clarifies by stating that a questionnaire is a “...data collection tool with a series of written questions set to collect information from the respondents.” Use of the questionnaire is clarified by Weber (2008) who indicated that a questionnaire can be used to obtain both opinions and factual information.

The researcher designed the questionnaire so that it could extract primary data. The research and questions were both standard and open ended. The aim was to find out the different views of the participants on the research problem since open ended questions allow the respondents to express their opinions. Responses therefore varied. The questionnaires were administered by hand delivery as supported by Briggs (2005) who encouraged that some respondents may fill whilst waiting because of limited time. Questionnaires were chosen because they give the respondents more time to think of answers therefore coming up with suitable and more informative responses. Before distribution to respondents the questionnaire was pilot tested using five caregivers and three staff members carefully chosen on the basis of past encounters. The purpose of pilot testing was to find out if respondents were comfortable with the questions and also to find out if the questions were clear to them.

The questionnaires were administered to teachers and mothers. Mothers were given questionnaires in person and politely asked to fill them in without being hurried. They filled in the questionnaires at the place of work; where they carried out the cooking. Because of geographical proximity, questionnaires administered to caregivers from the community preparing food on a particular day had their scripts collected within 30 minutes but it took three days to have all the questionnaires to completed because they took turns to come for food preparation. The filling in of the questionnaires was done during cooking sessions. All the respondents in this category filled in their scripts and returned them giving a 100% response rate. After completion of the questionnaires, the researcher personally collected the questionnaires from the respondents for safe keeping in readiness for the next process of analysis.

3.3.2 Interviews

Kothari (2004) posits that interviews are particularly useful for getting the story behind a

participant experiences. More specifically, Nachmias and Nachmias, (2002) view an interview as a "...face to face interpersonal role situation in which an interviewer asks respondents questions designed to solicit responses to pertinent research questions." The interviewer pursued in-depth information around the topic; 'The implementation of the School Feeding Programme at Nyamuroro Primary School.' The researcher used a semi-structured interview for the school Head. A semi-structured interview is viewed by Corbetta (2003) as an interview in which the researcher has a list of themes, issues and questions to be covered. An interview guide was used in this case but there was no strict adherence to it to allow additional probing to be made. The researcher preferred the interview with the head of the institution in order to get a chance to make a follow up on some questions. All the answers needed from the Head could have been difficult to obtain using the other two instruments, observation (which would not have worked because the head is not involved in the actual cooking), and the questionnaire which was structured and therefore inhibiting further probing.

3.3.3 Observations

Babbie and Mouton (2006) view observation as a means of watching or looking over the movement of or transpiration of events that will be taking place. The researcher was able to witness physical actions, verbal behavior and interactions among participants. The researcher assumed the 'observer as participant' role where "...observer is open about his research objectives and approaches people on that basis." (Magwa and Magwa 2015:85) The researcher observed the state of facilities such as the cooking place and process, hygiene and disposal of left-overs.

He recording of observations took the form of description of the setting under investigation, description of participants and conversations with and among participants. The recordings were carried out at short regular intervals of ten minutes in order to minimize disruptions to the smooth conduct of lessons in the researcher's class. A photograph was also taken in order to confirm that the study was based on what was really taking place in the school feeding scheme.

3.4 Data Collection Procedures

Amaratunga et al (2002) stated that data collection procedure refers to how the measuring instruments were organized and conducted and how the research instruments were distributed and collected. In a nut shell, data collection procedures refer to the steps taken in administering research instruments and collection of data from respondents.

. The first step involved seeking permission to carry out research with the Ministry of Primary and Secondary Education. The researcher presented a letter of request from the university asking authorities to allow the student to carry out research. The letter was then used to make a direct application to head office. A response within a week allowed the researcher to proceed with the research, subject to liaison with the Midlands Provincial Education Director. The letter from head office, signed by an Acting Director of Planning, Research and Statistics directed that the research work should not disrupt the smooth running of the school. The letter also gave as one of the requirements, that consent of parents/guardians of all learners involved be sought before involving them in the research. Finally the letter requested that a copy of the final report be submitted to the Secretary for Primary and Secondary Education.

This research employed both primary and secondary methods of data collection. For primary data, questionnaires which were structured were administered to selected respondents

3.4.1 Primary Data

The researcher collected primary data through questionnaires. Primary data provides valid, relevant and specific information which is also free from misinterpretations. The data can also be collected in changing circumstances in the case collection techniques changed. The major drawback was only that it was time consuming.

3.4.2 Secondary Data

This data was obtained from publications, newspapers, annual reports, circulars, official and unofficial internet publications. Secondary data was used since it was accessible and readily available on internet and market. It also saved the researcher's time and reduces costs of gathering information. Though data may not be sufficient to meet the exact needs of the study it provides the researcher with

insight concerning the matter under study. Secondary data enables the researcher to concentrate more on analysis.

Secondary data may however fail to satisfy requirements of the current study because it was collected for other purposes and studies. It is also difficult to measure the accuracy of secondary data.

3.5 Document Analysis

This involves analyzing formal documents and records published by particular institutions. And selected websites were mainly used. Weber (2008) stated that data gathered from publications, records and other documents provide a further insight into the parts of lived experience. The researcher used document examination because it requires very minimum ethical considerations since there is no direct interaction with people and data has already been recorded. The behavior or attitude of respondents does not affect documentary analysis. However the documents may have insufficient information to attend to the current situation problems.

3.6 Data Presentation and Analysis Procedures

The researcher used charts, graphs and tables to present collected data. Thirkettle (1980) points out that data can often be presented in chart form or by means of diagrams, tables and graphs. He gives bar charts, pie charts, break-even charts and Gantt charts as examples of charts. The researcher used tables, charts and graphs to show and present the findings and other deliberations of the research. This coding helps the researcher to look and analyze the patterns and derive inherent meanings in their relation to the research problem.

Data display is the design and use of data collected so that it is easily analyzed. Amaratunga et al (2002) describes data analysis as the act of transforming data with the aim of extracting constructive information and facilitating conclusions. They further state that data analysis has two types which are qualitative data analysis and quantitative. Amaratunga et al (2002) further clarify that qualitative data analysis has three concurrent flows of activity namely data display, data reduction and conclusion drawing and verification. The authors explain that data reduction is the process of converting and transforming data from field notes to a significant design or pattern. A recording of transcripts from the interview with the Head of institution is qualitative

data which was organized. The transcripts consisted of notes which the researcher photocopied since qualitative data is not easy to replace once it is misplaced. Recording of the data involved giving due attention to minute details of what the Head said and what the researcher observed during the interview.

Conclusion drawing and verification, is the last and final analysis and presentation of data such that others can use it. Quantitative data analysis is viewed as an ordered, compressed collection of data that allows drawing of conclusions and action. It deals with mathematical data analysis techniques. Quantitative data consists of raw data assessment, data processing and data analysis.

3.7 Validity and reliability of research instruments

To ensure the validity of gathered data, the researcher analyzed data against research objectives. Reliability refers to the extent to which another researcher studying the same topic given same working framework comes up with almost similar results. Reliability is therefore the degree of consistency that is demonstrated by the ways employed in a study to give reliable estimates (Proctor 2010). Thus a reliable instrument should give specific, stable and consistent results. The aim of reliability is to minimize the probability of errors and bias. To ensure the reliability of the implied research instruments, interview schedules and questionnaires were piloted and adjusted before they were administered and delivered to respondents.

Validity refers to the quality of data gathered that is relevant to the field or area of study. It therefore rests on the principle that the instruments used will allow the study to collect and measure the requirements of the study. Amaratunga et al (2002) noted that “there is a different point of view on the validity when it is viewed within the context of quantitative and qualitative research. Qualitative research identifies the presence or absence of a given feature in a given situation or problem, as opposed to quantitative research which measures the degree of presence of the feature itself”.

3.8 Chapter summary

This chapter discussed the methodology that was used by the researcher throughout the research. It highlighted the research design which was used, the case study

research design population size, sample size and sampling techniques, data collection procedures and the techniques used. The research was mainly conducted using a questionnaire, interview, observation and document analysis. The collection of data was aimed at assisting to answer to the objectives of the study. The gathered data has to assist to questions relating to the logistical challenges relating to the aspect of making food available to the institution, extent of community involvement in the scheme, hygiene challenges and assessment of implementation of the program on the environment. The next chapter will look at how the data assembled was presented, analyzed and interpreted in order to give meaning to the study.

Chapter IV

Data Presentation, Analysis and Discussion

4.0 Introduction

The chapter focuses on data presentation, analysis and interpretation based on the findings of the implementation of school feeding program at Nyamuroro Primary School in Gokwe North. The data was collected through interviews, observations and questionnaires. The responses were from teachers, head teacher and caregivers. Data were coded into themes, presented and analyzed. Scholarly findings from elsewhere were used to interpret revelations from the study.

4.1 Data presentation and analysis

4.1.1 Demographic Details

Table 1

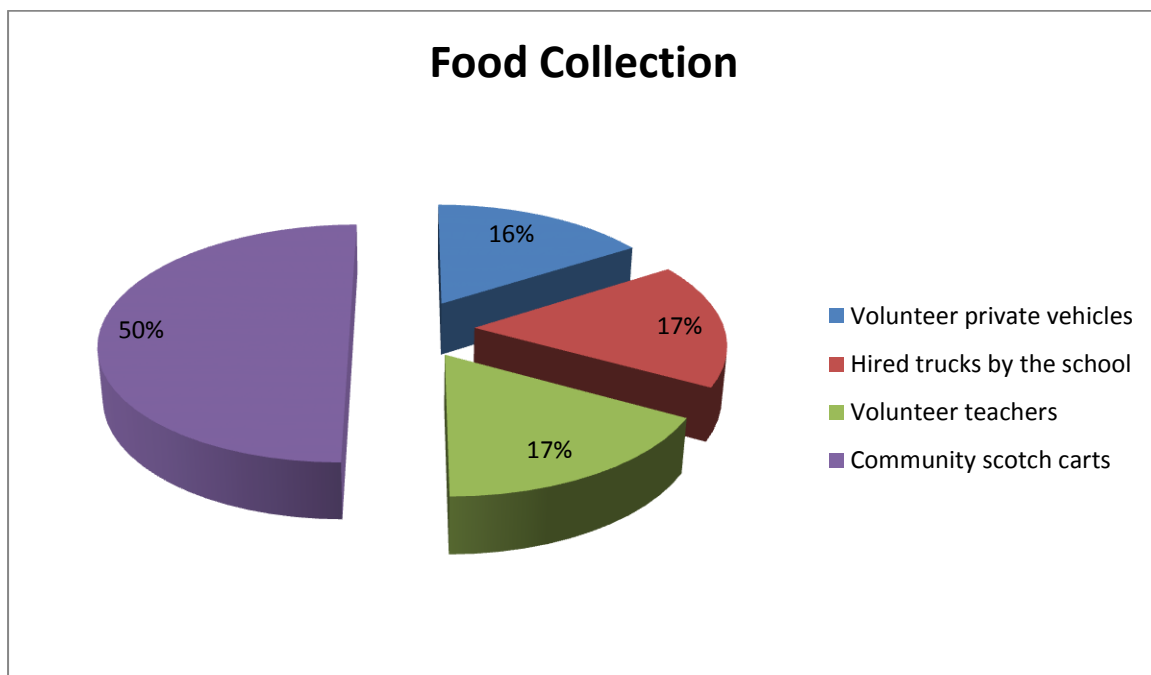
Respondents	Number	Percentage
Males	10	22
Females	36	78
Total	46	100

Source: Survey data

From the table, 36 respondents which is (78%) were females and 10 respondents which is (22%) were males. The table shows that there were more females than males in this research since the women are the most concerned respondents who are very much involved with the tasks of food preparation. The unbalanced number of males and females show that the results found in this research came from a

sample of respondents who are very much involved in the food preparation which are the female population. The results confirm the findings from various scholars such as Murwira (2012) who observed that the woman must be respected for her concern of caring for the children with regards to food preparation issues. This view is also shared by Ahmed (2004) who emphasized the involvement of the community at large as being key towards success of school feeding programs to the extent of preparation and serving of food.

4.1.2 Transportation of food from to the feeding centre Pie chart 1. Food collection during a six month period



Source: Survey data

The figures above indicate active involvement of the community in transporting food supplied by the Government source, the Grain Marketing Board. From the pie chart above, it shows that community scotch carts carried the supplies of school feeding program mostly which is (50%) and the volunteer private vehicles, hired trucks by the school and volunteer teachers carried the supplies of the feeding program almost the

same number of times which is more or less (17%). Analyzing this data, it shows that most of the School Feeding Program supplies have been carried by the community scotch carts which is a clear indication that hygiene is compromised since most of the villagers are not trained in food handling procedures.

4.1.3 Contribution of the community in the School Feeding Programme

Graph 1. Contribution of the community

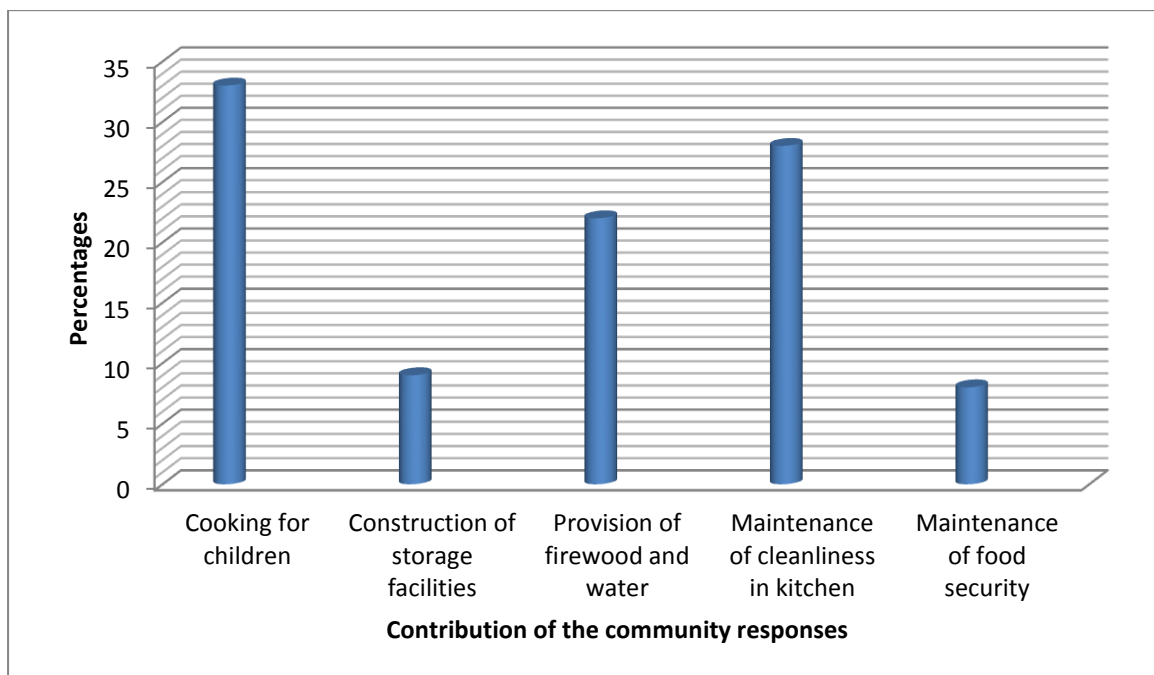


Table 4.2 Stakeholder roles

Source: survey data.

The respondents were satisfied with the level of involvement of the stakeholders in the implementation of the SFP. Graph 4.2 shows the various types of contributions made by the stakeholders towards supporting the SFP. The results show that the community participates by way of; providing labour in form of cooking which is (33%); construction of food stores which is (9%); provision of firewood and water

which is (22%), ensuring cleanliness in the kitchens which is (28%); providing utensils and maintaining security of food stores which is (8%). This indicates a high level of involvement of all the stakeholders in the implementation of the school feeding programme. The findings above seem to concur with Myers' (2013) where in Bangladesh, schools have a strong relationship with communities from which the children come from. The fact that there are committees set up to deliberate on food rations and budgets is a clear testimony to community involvement in decision making in regard to SFP at Nyamuroro Primary School. The school teachers also play an equally crucial role in the supervision of the program, and as noted by Lusakulira-Villeneuve (2013) they are given extra duties of supervision which calls for proper management practices.

4.1.4 Type of food provided by the stakeholders

Table 2 Types of food

Stakeholder	Type of food provided
Parents	Cooking oil, peanut butter, relish, water', tomatoes, salt, vegetables.
Government	Maize (staple)
School	Nil
Others (Civil Protection Unit)	Tinned fish

Source: survey data

From the tabulated results above from the interviews, parents are the major stakeholders in the SFP program for they provide relish and accessories. The government provides the staple maize and the Civil Protection Unit provides tinned

fish. For sustenance of the programme, there must be unity of purpose as shown by the varied contributions by the various stakeholders. The results have shown that the Schools Feeding Program is greatly supported by the parents since they are the major contributors of food making the program a success.

4.1.5 Food menu distribution per week

Table 3 Food menu distribution

Monday	Sadza and dried vegetables
Tuesday	Sadza and tinned fish
Wednesday	Porridge in peanut butter
Thursday	Sadza and fresh vegetables and tinned fish
Friday	Sadza with cowpeas

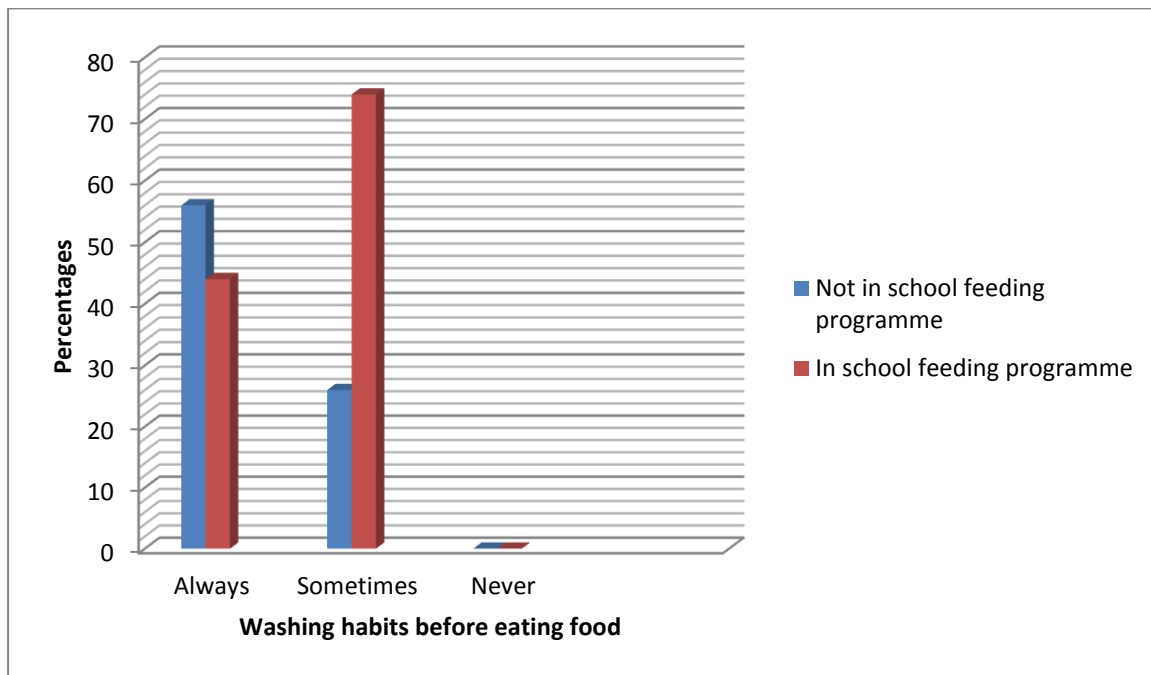
Source: Survey data

The table shows that children are fed once per day and five times per week. The distribution of the meals show consideration for traditional foodstuffs that are considered by nutritionists to be healthy and the distribution of the food menu shows that it is a composition of locally available foods which can be obtained cheaply.

4.1.6 Personal hygiene through washing hands

When asked whether the children upheld hygienic standards in the school feeding programme by washing hands before meals, the respondents gave their observations as shown below.

Graph 2: Washing of hands

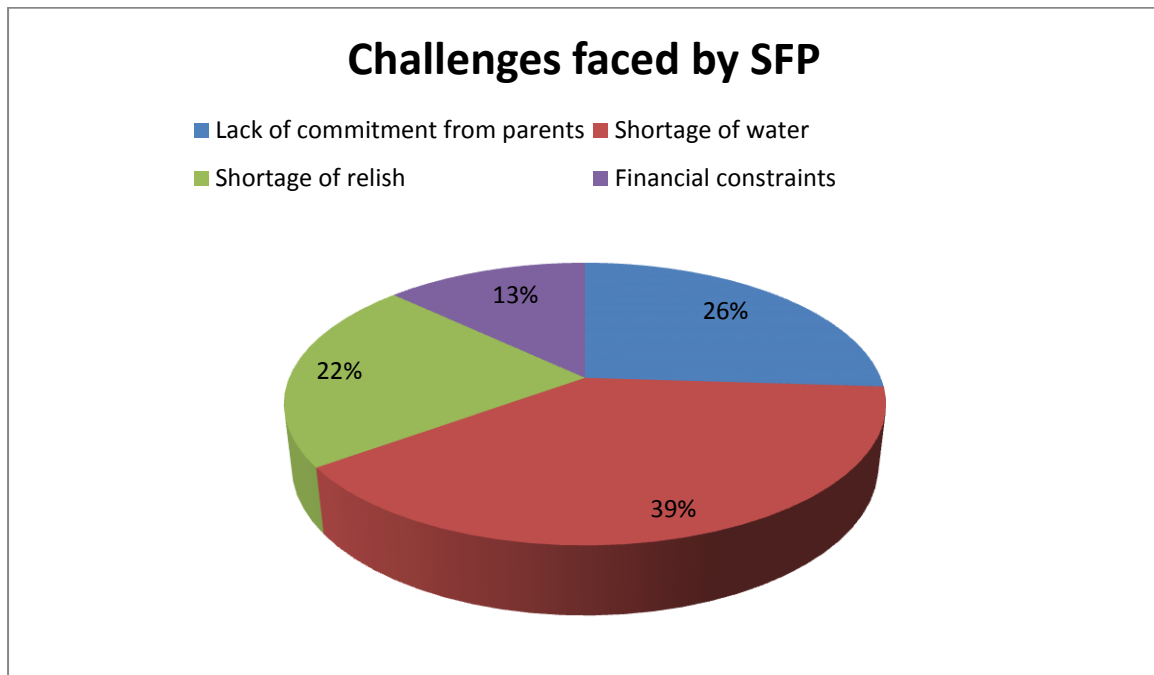


Source: Survey data

The graph above shows that (56%) of the respondents indicated that the children always wash their hands and (26%) of the respondents showed that sometimes children wash their hands before eating food. Results also indicate that the school feeding scheme enforces hygiene standards as shown by the higher figures for the children who always wash hands before eating at school. Emphasis on hygiene to prevent diseases is emphasized by Ashbridge and Veuelers (2008) who point out that cases of diseases are a result of poor hygienic standards.

4.1.7 Challenges regarding SFP

Pie chart 7: Challenges facing the School Feeding Programme



Source: Survey data

When asked to identify challenges being encountered in the implementation of the school feeding programme, the respondents raised an unfortunate constraint which should not be allowed to happen. Lack of commitment on the part of some parents, represented by 26% of respondents, shows a lack of appreciation of government's efforts in improving the welfare of their children.

4.2 Presentation of findings from observations

4.2.1 Availability of clean water source

From the observations made, there is no clean water source at the feeding point.

The school relies on donations of water from community members who sometimes bring dirty water they get from unprotected water sources. The implications are that the children end up being exposed to water borne diseases such as typhoid and cholera.

4.2.2 Dressing of the cooks

From the observations made, as the women prepared food for the children, it emerged that they were not properly dressed with their heads not covered. Cooks are supposed to cover their heads when preparing food in order to minimize chances of food contamination by falling hair from heads. Issues of hygiene were therefore called into question.

4.2.3 State of the kitchen

The researcher noted that the kitchen was constantly attended to in line with the responsibility of keeping it clean under a joint arrangement incorporating both members of teaching staff and caregivers. From the picture below, it is clear however that the caregivers are not adequately dressed. There are no aprons and proper head dresses that protect the contamination of food. The floor of the kitchen is not polished to avoid the contamination of food with dust and the walls of the kitchen are not plastered to avoid peeling of the walls which is a clear indication that hygiene is lacking in the process of food preparation and serving.

Picture 1. The picture below shows women in the makeshift kitchen;



4.2.4 Availability of hand washing facilities and waste disposal

Although no proper hand washing facilities exist at the school there is improvisation by way of use of small dishes to ensure children wash their hands before and after feeding. Plates are also cleaned before food is saved. A refuse pit has been dug and a pot rack erected. Children are supervised to ensure they dispose food leftovers in the pit. From the observations made through participant involvement by the researcher caregivers took hygiene issues serious in line with the view shared by Ouko (2010) who places emphasis on clean water as being key in avoiding outbreaks. Hygiene should accordingly therefore be given the utmost attention that it deserves.

4.3 Presentation and Discussion of findings from Interviews

4.3.1 Implementation of School Feeding Program

The interview responses revealed a number of logistical issues about mechanisms in place at Nyamuroro Primary School. The school takes part in the overall administration of the SFP as indicated by the duties of the school administration which include supervision of the feeding process, food and menu preparation. The school provides storage facilities for the food and the feeding venue. This responsibility is in line with the view confirmed in studies carried out by Babu, (2001) who observed that in School Feeding Programmes, the schools provide input with regard to infrastructure used in the programme. The implication is that schools must fully be prepared to provide the support services and manpower to sustain the programme.

The interview also revealed that food is provided by a number of stakeholders who include the government which provides maize and parents of the children who contribute foodstuffs in the form of cooking oil, peanut butter, water, relish and the

money for milling maize. Therefore, community involvement is central towards the success of the SFP at the school. According to Suleiman et al (2013), the successful SFP in Ghana's Akwapim is hinged on community efforts where their contribution has been buttressed by former students and concerned well wishers. The same goes with the SFP at Nyamuroro Primary School where the Civil Protection Unit has donated 1500 x 24 cases of tinned fish to be used as relish during the SFP at the school.

The interview revealed that the SFP targets Early Childhood learners (from ECD. A to grade 2) as this group is considered to be the most vulnerable. They are in the category of children in which issues of nutrition should be given utmost attention.

On the question of frequency of provision of food rations to children, the interview revealed that the children were fed once per day, five days per week on an average portion of about 100 grams per child.

4.3.2 Community Involvement

On the question of community involvement the interview revealed that parents, through the SDC coordinated the transportation of the food supplies from government source, the Grain Marketing Board, to the school.

The community is involved in preparation of food through a programme in which the parents of ECD children come to carry out duties on a rotational basis.

The interview also revealed that the parents are involved in the issues around the security of food.

Finally, on community involvement, the interviewee revealed that parents were actively involved in construction of cooking areas, digging of disposal pits and ensuring that the environment is clean.

On relations between the school and the community with regards to the implementation of the SFP, the interview revealed that cordial relations existed as shown by the proper coordination of the programme between the school and the community. These proper relations are also indications that the SFP program is being well implemented at Nyamuroro Primary School.

4.3.3 Hygiene and the school feeding program

Interview responses with regards to hygiene issues revealed that the school has put in place mechanisms to ensure that hygiene standards are followed. There is emphasis on cleanliness of cooking utensils and cooking facilities to ensure the highest degree of hygiene standards is maintained.

On the issue of ensuring high standards of hygiene are upheld, a member of the teaching staff trained in health and safety was tasked to coordinate in the area. From the information gathered, it shows that the school is experiencing high standards of hygiene since there is personnel from members of staff involved in monitoring the School Feeding Programme.

4.3.4 Challenges facing the SFP at Nyamuroro Primary School

The interview revealed that there was discord arising from lack of cooperation from some parents who fail to make contributions towards relish and other ancillary needs. A similar study by Babu (2001) also revealed that some SFP programs were threatened by lack of cooperation by community members who did not contribute where they are expected to do so. This resulted in retaliation by contributing parents through withdrawal of their contributions resulting in shortfalls of supplies. The interviewee, as the head of institution revealed that as an institution, they were very concerned about these issues of lack of cooperation and were actively involved in ensuring there is dialogue in order to address the outstanding issues.

4.4 Summary

This chapter presented data pertaining to the research questions drawn from the major research problem identified in this research. Data for each question was presented, discussed and analyzed. The interpretation was based on respondents' revelations. The respondents from the school under study explained their views as they were engaged in-depth interviews, focus group discussions and analysis of documents. Tables and pictures were used in data presentation. The next chapter looks at the summary, conclusion and recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter provides a summary of the research findings, conclusions and recommendations based on the findings of the research.

5.1 Summary

The purpose of the study was to assess the implementation of the school feeding programme in Gokwe North at Nyamuroro Primary School. The research sought to assess the logistical mechanisms being implemented in availing the food allocated to Nyamuroro Primary School, to examine the level of community involvement in the School feeding Programme, to assess the level of hygiene standards put in place specifically for the School Feeding Programme and to assess the challenges associated with the implementation of the School Feeding Programme. Related literature was reviewed under the following sub headings; logistical mechanisms implemented in availing food allocation, levels of hygiene standards in School Feeding Programmes, challenges associated with the implementation of the School Feeding Programme and community involvement in School Feeding Programmes. A Case study research design was used to collect and analyze data at the school under study. The research instruments which were used to gather data were questionnaire, interviews and observation. The questionnaire was administered to caregivers who prepared the food for the learners and the teachers of Nyamuroro Primary School. The interview was conducted on the Head of school. Observations were carried out on the food preparation places and on feeding places. Data gathered using questionnaires was presented using tables, graphs and pie charts. Data gathered using observations and interviews was analysed using qualitative methods. The respondents were the Head, teachers and caregivers.

5.2 Review of main findings

First, the findings showed that there is need for cooperation between the school and the community as both parties play important complementary roles. The study noted that there were some challenges around the area of collection of food from the supply centre. The collection seemed to be uncoordinated although ultimately the food ended up at the feeding centre.

Secondly, according to the findings, there existed a challenge of ensuring that all concerned members of the community be mobilized to play their part in making contributions towards relish and other ancillary needs. If unchecked, this lack of cooperation by a few parents had the potential to derail the whole scheme as the regular contributors would withdraw their contributions in protest.

Thirdly, the study showed that the school and community value the need to uphold hygiene as shown by efforts to provide facilities specifically for washing hands and disposal of waste.

5.3 Conclusions

School feeding programs are an intervention vehicle that can be used to attain positive outcomes on students and their families. The study has shown that the challenges facing the implementation of SFPs are diverse. The major findings of the study were summarized according to the research questions that guided the study.

Through observations, questionnaires and interviews, it emerged that the school has challenges with implementation of proper hygiene by reason of lack of proper modern facilities covering the washing of hands before meals and waste disposal.

It was realized that there is no clean and safe water at the school which might expose the school to water related diseases.

From the observations, it emerged that the state of the kitchen is not conducive for food preparation and the women are not properly dressed to prepare food.

Regarding accessibility, the deficiencies from state actors in terms of policy formulation and implementation emerged that the government is offering lip service by simply giving maize without relish which they are fully aware causes problems. Of great importance also is the role played by the communities in ensuring that the programmes are running on a day to day basis. Community contribution ,whilst

welcome, has the potential to cause headaches for cooks as children bring an assortment of relish ,some of which may be impossible to cook at the same time.

5.4. Recommendations

Based on the findings above, the study makes the following recommendations:

To Government

- there is need for Government to increase its allocations in order to accommodate all the children in primary school because they are all vulnerable, especially in rural schools where people rely on rainfall for their livelihood. This view is supported by Partnership for Child Development (2009) of Bangladesh which advocates for the inclusion of secondary school children in such a scheme especially those from slums and rural areas.

To Beneficiary schools

- There should be proper hygiene structures at the School Feeding Program site which include hand washing and dirty water disposal facilities (refuse pit) to ensure that issues of disease prevention are given priority in the SFP.
- Caregivers who prepare food should be properly dressed to ensure clean standards. The same should be done to the kitchen facilities where floors should be polished and cleaned on a regular basis.

To Communities

- Communities should be given hygiene and nutritional information as well as child feeding practices through workshops.
- Workshops should be conducted and community members need to participate in national programs through contributions where necessary and needed. Community involvement strategies should be the top priority in these workshops.

5.5. Areas for Further Research

This study focused on the implementation of the School Feeding Programme by looking at challenges and areas of improvement. This study was delimited to only one school. It is therefore important that a similar study be extended to a number of schools in order to establish the nature of problems in other schools. It is also important to extend the study to by looking at the effects of the supplementary feeding scheme on enrolment, attendance and performance of children.

References

- Ahmed, A.U. 2004. Impact of feeding children in school: Evidence from Bangladesh. International Food Policy Research Institute, Washington, DC.
- Aila ,O.B.,(2012) The impact and challenges of school feeding program in enhancing access to primary education in the unplanned settlements of Kibera in Nairobi. Kenyatta University.
- Amaratunga, D et al (2002) Quantitative and Qualitative research in the built environment: Application of mixed research approach. Work study journal.
- Asbridge, M. and Veugelers, P.J. 2008. Diet quality and academic performance. Journal for Science and Health, 78: 209-215.
- Babbie, E. and Mouton, J. 2006. The practice of social research: South African Edition. Cape Town: Oxford University Press.
- Babu, S.C. 2001. Food and nutrition policies in Africa: Capacity challenges and training options. African Journal of Food and Nutritional Sciences, 1(1): 19-28, August.
- Buhl, A. 2011. Meeting nutritional needs through school feeding: A Snapshot of Four African Nations. Available at: <http://www.gcnf.org/library/Meeting-Nutritional-Needs-Through-School-Feeding.pdf> (accessed on 28/3/2016).
- Bundy, D., Burbans, C., Grosh, M., Geli, A., Jukes, M., & Drake, L. (2009). Rethinking School feeding: Social safety nets and Child development. World Food Programme/World Bank.pp.7-30

Chikoko,V, & Mhloyi ,G.,(1995) Introduction to Educational research methods. Harare.university of Zimbabwe.

Chisi,R.,(1995) Research Project Guide. Harare.ZOU

Dakar Framework for Action. 2000. Education for All: Meeting our Collective Commitments . Available at:

<http://unesdoc.unesco.org/images/0012/001211/121147e.pdf> (accessed on 15/01/2016).

Dei.F.A.(2015) An evaluation of the school feeding program; A case of Magog Primary school. UNISA.

De Rosso, J.M.,(1999) School Feeding Programs; Improving effectiveness and increasing the benefit to education. A guide for program managers. Partnership for Child Development.

Levinger,D.(2009) School feeding programs in developing countries; an analysis of actual and potential impact. Agency for International Development. *USAID Evaluation Special Study*.

Lusakulira-Villeneuve (2012) 'An overview of school feeding programs in developing countries; effective outcomes and program principles'. *UNESCO*.

Magwa, S. and Magwa, W. 2015 A Guide to Conducting Research: Singapore Strategic Book Publishing and Rights Co.

Maphosa, B.(2003) Lessons from the 1992 Drought in Zimbabwe; The quest for alternative food policies. *Nordic Journal of African studies* 3(1) 53-58.

Matthews, R.,(2013) 'Importance of breakfast to cognitive performance and health'.
Perspectives in Applied Nutrition;3 (3).204-212.

Manful, E, Yeboah, E.H. Bempah, E.O.,(2015) The impacts and challenges of the Ghana school feeding program as a social protection tool. *Journal of Critical Southern Studies*.Vol 3 (3) 203-278.

Moock, Peter R. and Joanne Leslie.(1986) "Childhood Malnutrition and Schooling in the Terai Region of Nepal." *Journal of Development Economics* 20: 33-52.

Moore EC.(1994) "Evaluation of the Burkina Faso School Feeding Program."
Catholic Relief Services, consultant report. (Unpublished)

New Partnership for Africa's Development (NEPAD). 2003. The NEPAD Home-Grown School feeding programme. Available at: <http://Www.Africa-Union.Org/2007/Fevrier/Rea/13-14> (Accessed on 05/03/2012).

Olungah, K. (2016) Challenges facing school feeding program in Isinya division, Kajiado Country. University of Nairobi.

Partnership for Child Development (2009a) "Short Stature and the age of enrolment in Primary School: studies in two African Countries." *Social Science and Medicine* 48:675-682

Partnership for Child Development (2009b) "The cost of large-scale school health programs which deliver anthelmintics to children in Ghana and Tanzania."*ActaTropica*, in press.
World Food Program. (1996b) "Niger: Food aid to primary schools in nomad and transhumant areas." (Official)

Richter, L.M., Rose, C. and Griesel, D.F. 2000. Cognitive and behavioural effects of a school breakfast. *The South African Journal of Clinical Nutrition*, 87(1): 93-100.

Sulemana, M.,Ngah,f., Majid,r.,(2013) The challenges and prospects of the school feeding program in Northern Ghana. *Development in Practice*.Vol 23,Issue 3.

The Herald (28 April 2016) Zimbabwe; 40 000 tonnes grain for school feeding scheme.

QUESTIONNAIRES



MIDLANDS STATE UNIVERSITY



FACULTY OF EDUCATION

DEPARTMENT OF EDUCATION FOUNDATION, MANAGEMENT AND
CURRICULUM STUDIES

Questionnaire Guide for Teachers and Caregivers

My name is Elizabeth Mashiri, a student at the Midlands State University studying for a Bachelor of Education degree in Early Childhood Education. I am carrying out a research on the implementation of the school feeding program at Nyamuroro Primary School. I sincerely and kindly request that you answer all questions by putting a tick in the applicable box(es) or by writing in the spaces provided. Please be assured that the information you are going to provide shall be treated with confidentiality and is solely going to be used for academic purposes and shall not be published or transferred to whomsoever. The research will go a long way in finding out the implementation of the School Feeding Program at Nyamuroro Primary School.

Thank you for your co-operation.

Yours faithfully

Mashiri Elizabeth

(Cell:0784 284 316 / 0712 929 738)

(E-mail elizabethmashiri38@gmail.com)

Questionnaire

1. State your designation.

Head <input type="checkbox"/>	Teacher <input type="checkbox"/>	Caregiver <input type="checkbox"/>	Other specify
----------------------------------	-------------------------------------	---------------------------------------	------------------------

2. State means by which food is brought to the school feeding centre

Hired trucks <input type="checkbox"/>	Scotch cart <input type="checkbox"/>	Volunteering teachers <input type="checkbox"/>	Private volunteers <input type="checkbox"/>
--	---	---	--

3. State your duty in the program

cooking <input type="checkbox"/>	Construction of facility <input type="checkbox"/>	Provision of firewood & water <input type="checkbox"/>	Maintenance of smartness <input type="checkbox"/>	Food security <input type="checkbox"/>
-------------------------------------	--	---	--	---

4. State the type of food contributed by stakeholders

.....

5. List the type of food you give to the children in a normal week from Monday to Friday

.....

6. How many times per week do you think children should be fed?

3 times <input type="checkbox"/>	4 times <input type="checkbox"/>	5 times <input type="checkbox"/>	More than 5 times <input type="checkbox"/>
-------------------------------------	-------------------------------------	-------------------------------------	---

8. The cooking area promotes proper hygiene

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Not sure <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
--	-----------------------------------	--------------------------------------	--------------------------------------	---

9. Caregivers are always appropriately dressed

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Cooking wares are well maintained

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Children wash their hands before eating their food.

Always	often	Not sure	seldom	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Special arrangements were made in view of the School Feeding Program to keep the environment clean

Yes No

13. Awareness campaigns help to provide a healthy environment

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Dump sites specifically dug for the SFP are appropriate for maintaining a clean environment.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interview Guide for School Head

My name is Elizabeth Mashiri, a student at the Midlands State University studying for a Bachelor of Education degree in Early Childhood Education. I am carrying out a research on the implementation of the School Feeding Programme (SFP) at Nyamuroro Primary School. I require your honesty and input through answering the questions provided below. Your name is not required and the responses you provide will be used for this research only.

Implementation of the school feeding program

1. What are the duties of the school in the SFP?

.....

2. Who provides the food for the children?

.....

3. Which grades do you feed?

.....

4. How often do you feed the children?

.....

Community Participation in School feeding Programs

5. How are the communities involved in the SFP?

6. Comment on the relations between the school admin and the community in regard to the SFP.

Hygiene and the School Feeding Program

7. What mechanisms have you put in place to address issues of hygiene?
8. What challenges are you facing in the SFP at your school?
9. What do you suggest on the problems you have noted?

Observation Guide

My name is Elizabeth Mashiri, a student at the Midlands State University studying for a Bachelor of Education degree in Early Childhood Education. I am carrying out a research on the implementation of the school feeding program at Nyamuroro Primary School. I require your honest conduct as I observe proceedings whilst you carry out your duties of preparing food for the children. Where necessary, I might take pictures. Your name is not required and the pictures taken will be used for this research only.

Phenomena being observed	Purpose
Availability of clean and safe water source	Hygiene standards
Dressing of the cooks	Hygiene standards
State of the Kitchen	Hygiene standards
Hand washing facility and toilets	Hygiene standards